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INNOVATIVE APPROACHES TO THE DEVELOPMENT OF PRIMARY EDUCATION IN AZERBAIJAN IN THE EARLY 20TH CENTURY

Abstract. In the modern era, the prevalence of temporary and transient information over scientific knowledge indicates the formation of dangerous tendencies. Information is a tool that can be easily thrown away after use. Knowledge, of course, is also a tool, but it is a tool that transforms an individual into a personality and shapes his mind, morals and spirituality. Knowledge is never thrown away, because it separates people from ignorance and leads them into the world of science, culture, spirituality and humanity. The society we live in in the 21st century is changing rapidly. Global informatization of society and the development of telecommunication technologies have created an entirely new conditions related to the field of education. This is primarily related to the fact that education has become not only widespread but also has acquired a new quality – continuity. The continuity and sustainability of education implies that it should be accessible to every person, that it should be adapted to the interests and needs of learners, and focuses on personal development. Whether in higher education or general schools, there are significant challenges in creating a developmental educational environment. Some of these challenges are global difficulties that do not depend on the school and the teacher. Learners are more interested in gathering information than in acquiring scientific knowledge. Nowadays, both teachers and students have more sources of information: computers, radio, television and world travels. Modern educational resources (textbooks, etc.) are also rich in information. It should not be forgotten that information does not always transform into knowledge. Studying the history of education expands the boundaries of pedagogical thinking. Reintroduction the progressive aspects of the historical-pedagogical heritage of the 20th century into the scientific circulation plays a significant role in the

formation of the modern educational and upbringing culture. The historical-pedagogical heritage is a source for both the renewal of pedagogical knowledge and the acquisition of new qualitative content, as well as its continuity. Studying the history of education is important and helps to solve two closely related problems. On one hand, the researcher studying the historical-pedagogical heritage determines the reasons and conditions for the emergence of any pedagogical idea, evaluates it in the context of space and time, studies the conditions of its application, analyzes the outcomes, determines its development dynamics and trends. On the other hand, he adopts the theories formed and developed under the influence of those pedagogical ideas. The historical-pedagogical heritage helps in studying the theory and practice of contemporary education, in summarizing the advanced experience in this field, in evaluating, understanding and solving the innovative content reforms in education from the point of view of modern pedagogical thinking and outlook. Education has been a leading factor in the formation of the economic, political, scientific, cultural, and material potential of modern society. The school, which emerged at a certain stage of development and gained relative independence, became a key factor in subsequent periods of progress, recording and preserving human achievements and turning them into a driving force of the development of society. The innovative processes that took place in education in different historical periods had a strong impact on the development of society. The emerging innovative approaches are directly related to the social order of society and have conditioned the creation of innovations in the content, form, and technology of education.

Keywords: education; pedagogy; innovative approaches; school; teacher; historical period; technologies.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Since 2006, general education in Azerbaijan, including primary education, has entered a qualitatively new stage of its development. Reforms, renewal and improvement in the field of primary education in the republic are based on national soil, historical experience, as well as the experience created by humanity, educational tradition and culture. In addition to the expectation of the principle of historicity, continuity, modernity and nationality in the construction of new education in Azerbaijan in the modern era, defining the main stages and features

of the development of primary education in the republic in 1920–1991, generalizing 70 years of rich experience in this area will help to build primary education on an ideal basis. Seventy years of historical and pedagogical heritage is such a rich material that public self-awareness is impossible without its critical assessment.

It should also be noted that the history of educational and pedagogical thought is as old as the history of thought. The spiritual wealth created by the history of world education and pedagogical ideas over the course of thousands of years still feeds the human mind and soul, and is a methodological basis for creating, for example, new ideas. It is for this reason that world historians of pedagogy effectively use progressive ideas, tested over thousands of years, to study, research and promote the history of education and pedagogical ideas of the people to which they belong.

Studying, researching and disseminating the history of primary education in Azerbaijan can help determine the dynamics of primary education, development trends and create primary education on an ideal basis in our time. Studying national culture, including educational culture, is always relevant. Because the culture of teaching, upbringing and education is an integral part of the general culture. Historical and pedagogical heritage, including the history of primary education, is of great importance in the formation of the pedagogical culture of future teachers. It states that a future primary school teacher should:

1. Know the features of education, including primary education, in the ancient and medieval periods, characterize the features of each period, evaluate the works of philosophers and thinkers in the context of the development of education.

2. Determine the trends in the development of primary education in the modern and contemporary periods, characterize the features of each period, evaluate the works of philosophers and teachers in the context of the development of primary education.

3. Be able to comparatively interpret, analyze and evaluate the main stages of development of primary education in Azerbaijan from ancient times to the present day.

4. Identify and characterize the main stages of development of primary education in foreign countries and in Azerbaijan in the new and modern era [9].

Thus, a sense of respect for one's nation is formed through a contribution to the treasury of world education and pedagogical ideas, for this purpose the presence of the necessary knowledge about the past and present educational traditions is demonstrated, pedagogical facts and events are summarized, conclusions are drawn and then applied in the construction of modern education.

Primary education has exceptional merits in the formation of scientific, cultural and economic potential of Azerbaijan. It formed seven-year, eight-year, ten-year and eleven-year education.

During the study it was found out that the directions of development of primary education in Azerbaijan were not studied in a comparative manner, the influence of socio-political events on the formation of the content of education at individual historical stages was not revealed, the purpose and subjective reasons for the shortcomings were not revealed from the point of view of modernity, the place and role of quantitative and qualitative variation of primary education in the development of general education were not determined. The study of the 70-year rich and diverse history of the development of primary education in Azerbaijan serves to study an entire stage of our cultural history, the history of education, as well as the history of our Motherland.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The history of the formation and development of primary education in Azerbaijan is as rich as it is ancient. For this reason, systematic and fundamental research was carried out at certain stages of the development of our educational history. Zoroastrian, Christian and Muslim schools in Azerbaijan, schools of the 17th-18th centuries [1] were studied by such scientists as: H. Akhmedov [2], G. Aliyev [3], R. Huseynzade [6], Sh. Adygozalova [1], the history of the Soviet school was studied by M. Mehdizade [7]. In particular, academicians M. Mehdizade and H. Akhmedov defined the concept of studying the history of education in Azerbaijan. In 2012, N. Ismayilova [11] defended her doctoral dissertation in pedagogy on the topic "Development of primary education in Azerbaijan during the years of independence (1918–1920s and the modern period). Soon after the defense, she published a monograph of the same name based on the dissertation materials [11].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** of the study is to study the theoretical and methodological problems of primary education in Azerbaijan in the 20-80s of the 20th century, to identify development trends, reasons for quantitative and qualitative changes in the content of education, the role of traditions and innovations in the development of primary education, as well as theoretical and practical problems of using personalized educational technologies in primary school, consists in generalization, determining the possibilities of using positive examples in modern educational construction.

In accordance with the specified goal, the following **tasks** are set in the article:

- to interpret the nature of innovative approaches in the development of primary education in Azerbaijan at the beginning of the 20th century;
- to analyze the implementation of universal compulsory education as one of the main directions of the state educational policy;
- to define the concept of the content of primary education (curriculum, program, textbook), to identify the reasons for updating;
- to summarize the theoretical and practical problems of using personalized educational technologies in primary school;
- to justify the completion of universal compulsory primary education and the expansion of the primary education network;
- determine the impact of requirements for stable textbooks on the preparation of new textbooks for primary schools;
- summarize the experience related to the forms and methods of organizing education in primary schools, determine the ways of its application in the modern educational process;
- determine the main directions of scientific and pedagogical research in the field of primary education and the reasons for the need to train primary school teachers with higher education.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The scientific novelty of the article is determined by the fact that the dynamics of the development of the primary education network and the contingent of students in Azerbaijan in 1920–1991 have been comprehensively studied, the main directions and trends of development, the reasons for the change have been identified. as the content of education, the traditions in the development of primary education and the role of innovations have been revealed, the theoretical and practical problems of using personalized educational technologies in primary school have been summarized, as well as the possibilities of using positive examples in modern educational structures have been determined.

Innovative processes in education arise in different historical periods and determine its development. Since innovative approaches are directly related to the social order of society, they require the creation of innovations in the content, form and technology of education.

In the late 19th and early 20th centuries, this process became more evident in the United States, Germany, France, and other countries. These countries carried out serious reforms in the field of children's education and gave preference to different approaches to organizing the educational process.

In American schools, the abilities and desires of students began to be taken into account when choosing one or another educational direction.

At that time, American educators came to the conclusion that primary education plays an important role in the development of social relations and the elimination of social injustice. This experience was not alien to Azerbaijan. At the end of the 19th century, many such author's schools were opened in Azerbaijan. The first native language schools opened by M. Sidgi in Ordubad and Nakhchivan, S. Shirvani in Shamakhi, M. Gasir in Lankaran, M. Navvab in Shamakhi were author's schools. The educational infrastructure, teaching technology, educational content, organization of teaching, number of students and other necessary pedagogical issues were decided by the teachers themselves. The activity of the first "Russian-Muslim" school (1887), opened by S. Ganizade and H. Makhmudbekov, was innovative. The primary schools created were the result of the social and pedagogical movement. The Azerbaijani intelligentsia seriously fought for the democratization of education [9].

The Enlightenment movement, which originated in the second half of the 19th century, acquired a new essence and content at the beginning of the 20th century. The organization of European-style schools, charitable societies and city government bodies ensured the development of the pedagogical movement in a direction that was new for that time. The revolution of 1905-1907 increased the political activity of teachers and students, as well as workers and peasants. Innovations in socio-political life brought to the forefront the problem of the "national viability" of the nation, led to an intensification of the struggle for democracy, an increase in political consciousness and the formation of national pedagogical opinion. Important pedagogical problems of that time (material (free), general, compulsory education; writing textbooks with new content; moving the Muslim department of the Gori Teachers' Seminary to one of the cities of Azerbaijan; creation of national elementary schools; female education, etc.) National schools, national textbooks, training of national teachers and national mass media for which they fought were discussed at the congresses ultimately led to the emergence of a national ideology. National ideology led to the creation of the Azerbaijan Democratic Republic [9].

The newly formed government had many problems from time to time, and their solution required time. Maintaining the territorial integrity of Azerbaijan and nationalization of education were the most important problems that played an important role in the historical fate of the people. The solution of both problems was accompanied by difficulties. There was almost no National Army, ammunition and military personnel to protect the borders, settle disputed territories in favor of Azerbaijan. Baku, the heart of Azerbaijan, was under the

control of the occupiers. Finally, with the help of the Caucasian Islamic Army, Baku was liberated from occupation. The decisions taken by the government in the parliament regarding the nationalization of education, in a short time gave impetus to the development of education at the national level. I note that before 1918, there was no national secondary school in Azerbaijan. According to researchers, during the GDR period, there were only 23 schools with the status of secondary education in Azerbaijan, including three girls' schools "St. Nina", one polytechnic school, one vocational school, ten gymnasiums. (four female, six female), five real schools and three teacher training schools [10].

Although most primary schools were nationalized during the period of the Azerbaijan Democratic Republic, it was not possible to increase the number of primary schools to the level of 1914. The main reason for this was the destruction of villages and cities of Azerbaijan by Armenian-Dashnak detachments, the burning of schools, and the transformation of the population into refugees. In the early 1920s, a completely democratic educational environment reigned in Azerbaijani schools, and the school continued its activity as an educational center. The school was not yet politicized. Primary schools used textbooks prepared by domestic teachers. Like modern schools, they were characterized by an alternative approach to organizing school life, research, an attempt to give a democratic character to the relationship between teacher and student, to put the interests of the student. The individual, his interests and needs at the center of the pedagogical process.

The pedagogical goals and conceptual rules of innovative educational institutions did not always correspond to the guidelines of the party and government. However, in addition to this, a number of important features of the spiritual and ideological life of Soviet society were reflected in the schools of the 1920s. Since the class struggle gradually engulfed all spheres of life, the superiority of the victorious class (workers and peasants) was felt everywhere. A revolutionary approach to school was also required. This was one of the main goals of the party, which placed class interests above universal human interests.

One of the activities of innovative educational institutions was to convince teachers to implement the ideas of socialism. It was raised to the level of a national idea. On the other hand, teachers were required to "study the laws of personality development, taking into account the biological characteristics of educational objects." Young teachers approached this work romantically, believed in new ideas and ideals. However, older teachers were wary of innovations, they wanted a gradual politicization of school life, adaptation of the content of education to the requirements of socialism, transfer of the theory of education from Russian schools to Azerbaijani schools. They did not agree with the reduction of the role of teachers

with the application of theory. The overwhelming majority of them accused the Bolsheviks of suppressing democracy and demanded a democratic solution to the problems of education. The national intelligentsia in Azerbaijan was also forced to cooperate with the Soviet government, even if they did not accept it ideologically.

The following general features of the socio-pedagogical situation in Azerbaijan in the 1920s can be noted:

1) the dynamism of the development of innovative processes in education. Frequent changes in the social needs of society required the development, revision and improvement of the content of education. This is evidenced by the repeated changes in the curriculum of primary schools at the beginning;

2) the concentration of education, its unification around a group of activities, for example, objects of study. This determined the interaction and mutual influence of events occurring in society, explaining their dialectical nature, the research nature of the socio-pedagogical situation [8].

Repeatedly serious changes in the content of education, its adaptation to the goals and objectives of the new school required changes in the procedural and methodological aspects of teaching children, the creation of technologies that help children acquire personal experience, going through their knowledge and life situations.

The pedagogical situation is often set purposefully, and all parameters of the situation (internal and external, objective and subjective) are taken into account. The situation is a pedagogical mechanism that encourages the student to adapt to new conditions and demands of life, to create a new model of behavior. Such development presupposes the student's understanding of personal life situations set by the teacher, as well as those created and accepted by him/herself. With this approach, learning situations are focused on personality development. The teacher is interested not in how the student thinks, but also in what he/she thinks about, what he/she says, and what he/she really thinks, how he/she approaches the learning process. The creation of a developing situation that serves the development of the student's personality in primary school meant the free expression of the child's creative powers, independent understanding and solution of practical issues. In the early 1920s, regulatory documents on education provided for the creation of developing learning situations in schools, including primary schools.

The “Regulations on the Unified Labor School of Azerbaijan” stated that all subjects taught should be organized using creative, active teaching methods. Such organization of teaching ensured the creative nature of the educational process, as well as the development of students’ activity and independence, as well as individualization of teaching. At that time, these were the main directions

of the formation of the socio-pedagogical situation. It is interesting that the creation of a developing learning situation was not only a pedagogical requirement, but also a political requirement, an expression of an ideological approach. In innovative educational institutions, special attention was paid to the development of student self-government [4].

School was considered life itself, not preparation for life. The approach of the organizers of the educational process was as follows: a child, especially a teenager, is not just preparing for life, he also lives his real life. It is necessary to organize this life for him. Independence should be aimed at solving serious problems for him and should be organized responsibly. Children do not "prepare" to become members of society, they are already its members. They have their own requests, interests, responsibilities and ideals, and they already live the life of adults and the life of society. School should never ignore them. Otherwise, the child may lose interest in school.

In the 1920s, the development of a student's readiness to independently choose his or her life path and creatively determine his or her inner potential was the main direction of the humanistic approach to education. The ideas of every child's right to choose a teacher, an individual approach to education and upbringing, the right to independent thinking and free education were reflected in the works of the Azerbaijani intelligentsia. However, the political and economic situation in the country, the ideology of building a new society and the realities of life hindered the creative development of school life. The new schools were not ready to understand the role and importance of the educational process for the development of the student's personality (work according to an individual plan, student participation in setting goals, independent choice of activities, etc.).

It was in the 1920s that pedology developed as a science about children. There were different opinions about the subject of pedology. P. Blonsky called it "the science of the characteristics of childhood" [12]. Pedology developed in the direction of systematizing scientific information about children in various fields of science, determining the patterns of human development based on the "methods of materialistic dialectics." If pedology recommends "accepting a person as he is," then pedagogy developed "scientific foundations for his development in accordance with a certain ultimate goal," relying on the laws determined by pedology. The core of the relationship between pedagogy and pedology was the development and upbringing of the child as an individual. Soil science was based on anthropological, physiological and psychological research. Pedology considered it important to comprehensively take into account the family environment, social environment and pedagogical environment in the development of the child [12].

According to pedologists, the formation of a schoolchild's personality depended on the nature of his/her relationship with the environment. Therefore, in the 1920s, the main direction of the socio-pedagogical situation was the orientation of the pedagogical process towards the formation of the child's personality as a whole, a comprehensive study of society and the environment, the use of new technology and active teaching methods. In mastering reality, the connection of school life with high civic ideals and work activity. For this reason, modern researchers call the 1920s the "golden age" of educational development in the former Soviet Union.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

Research methods: study of archival documents, analysis and synthesis, generalization, mathematical-statistical, biographical method, historical-comparative, etc.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The 1920s were a very productive period in the history of primary education in Azerbaijan: the establishment of new types of schools, mass recruitment of school-age children to education, preparation and approval of regulations. These years saw the development of the school system, adaptation of educational content to the demands of society, writing of textbooks on new programs, declaration of universal, compulsory and free education, provision of poor students with clothing and teaching materials.

In the first half of the 1920s, democratization and openness were clearly felt in all areas of school life. Creative initiatives of teachers and students were supported, cooperation was valued, and more productive forms and methods of pedagogical activity were sought. Developing the student's readiness to independently choose his or her life path, creatively determining his or her inner potential, was the main goal of the humanistic approach to education.

In the 1920s, the main direction of the socio-pedagogical situation became the orientation of the pedagogical process towards the formation of the child's personality as a whole, the comprehensive study of society and the environment, the use of new technology and active teaching methods in the assimilation of reality, the connection of school life with high civic ideals and work activity.

The completion of universal compulsory primary education in the republic was the greatest achievement of the cultural revolution. Thus, one of the most difficult tasks of the cultural revolution in our country was solved. The elimination of illiteracy and the creation of a broad network of compulsory primary education played an important role in the socio-political life of the poor

and wage earners, workers and peasants. It ensured the socialist reconstruction of industry and agriculture. The successful completion of universal compulsory primary education was an important motivating factor, and also created the conditions for achieving a new goal – compulsory seven-year education.

The eradication of illiteracy became the basic principle of the development of the economy, industry and agriculture, as well as ensuring the increase of the intellectual and cultural level of the nation. Based on universal compulsory primary education, a strong rise in public education began in our republic. It became the subject of political and pedagogical discussions as a revolutionary event in the construction of a new school.

CONCLUSIONS / ВИСНОВКИ

In the 1920s, primary school teachers carried out their pedagogical and social duties, working with all their might on school construction, the implementation of primary education and cultural revolution, the elimination of illiteracy among the elderly, the collectivization of agriculture, as well as the expansion of propaganda and ideological principles of the new society, they fulfilled with honor.

Although the experiments conducted in the field of education in the 1920s were aimed at raising the cultural level of society, eliminating illiteracy, establishing new approaches in education, and applying innovations (using “complexes,” using active learning methods, using the project method, etc.), since it often changed, it did not contribute to improving the quality of teaching. New teaching methods brought from European and American schools and applied in Azerbaijani schools without any experience, since new technologies deny traditions, created serious problems in building education. The class-lesson system with strict regulations, outdated structure and functions, and rich traditions was replaced by the laboratory-team method.

The main characteristic feature of the concept of the content of education in 1920–1931 is that the pedagogical process in Azerbaijan was seriously psychologized during this period. The school was aimed at the full development of the abilities and natural potential of the child, to live his childhood. Despite the lack of the necessary infrastructure for education, there were favorable conditions for the creative and free development of human nature and the personality of the child. On the other hand, despite the significant politicization and ideologization of educational activities, the concept of the content of primary education provides for such conceptual approaches as democracy, openness and collegiality, creative use of foreign experience, regular improvement of educational strategy and tactics in accordance with the requirements of the social order and support for the initiatives of innovative

teachers. The formation of the student's personality was the core of pedagogical research, as it was the main task of the primary school.

In the late 1920s and early 1930s, the school moved away from traditionalism, practice outpaced theory in school, overloading of curricula, the introduction of “complex” and “complex-project” programs, the rejection of lessons and textbooks, which are the main form of organizing education, incorrect integration of topics in the teaching of chapters and sections, subjectivity in assessing students' achievements led to a decrease in the level of general education.

The forms and methods applied from the school experience of foreign countries without adapting them to local conditions did not justify themselves in mastering the basics of sciences and acquiring systematic knowledge of the younger generation, so there was a need for improvement. However, instead of improving the organization of education, the practice of foreign schools and the introduction of new pedagogical theories were prohibited. This was due, first of all, to the political situation occurring in the world and in the country. For this reason, some regulations adopted in the 1920s regarding the humanization of school and the formation of the student's personality were canceled, the democratic environment in school life degraded.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The decisions and instructions regarding primary school in Azerbaijan in the 20s and 30s are important not only as a political document, but also as a pedagogical document. Here, school life was seriously analyzed, the results of the work done were summed up, and prospects were determined.

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ІННОВАЦІЙНІ ПІДХОДИ ДО РОЗВИТКУ ПОЧАТКОВОЇ ОСВІТИ В АЗЕРБАЙДЖАНІ НА ПОЧАТКУ ХХ СТОЛІТТЯ

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Анотація. У сучасну епоху превалювання тимчасової та швидкоплинної інформації над науковими знаннями свідчить про формування небезпечних тенденцій. Інформація – це інструмент, який можна легко викинути після використання. Знання, звичайно, також є знаряддям, але це інструмент, який перетворює людину на особистість, формує її розум, мораль і духовність. Знання ніколи не викидаються, бо вони відділяють людей від невігластва і ведуть у світ науки, культури, духовності та людства. Суспільство, в якому ми живемо у 21 столітті, швидко змінюється. Глобальна інформатизація суспільства та розвиток телекомунікаційних технологій створили абсолютно нові умови, пов'язані зі сферою освіти. Це пов'язано насамперед з тим, що освіта набула не лише масового характеру, а й нової якості – безперервності. Безперервність і сталість освіти передбачає, що вона має бути доступною для кожної людини, має бути адаптована до інтересів і потреб тих, хто навчається, і орієнтована на розвиток особистості. У вищій освіті чи загальноосвітній школі існують значні проблеми у створенні розвиваючого освітнього середовища. Деякі з цих викликів є глобальними труднощами, які не залежать від школи та вчителя. Учні більше зацікавлені у зборі інформації, ніж в отриманні

наукових знань. Сьогодні і вчителі, і учні мають більше джерел інформації: комп'ютери, радіо, телебачення та подорожі світом. Сучасні освітні ресурси (підручники тощо) також багаті на інформацію. Не варто забувати, що інформація не завжди перетворюється на знання. Вивчення історії освіти розширює межі педагогічного мислення. Значну роль у формуванні сучасної освітньої та виховної культури відіграє відтворення в науковому обігу прогресивних аспектів історико-педагогічної спадщини ХХ століття. Історико-педагогічна спадщина є джерелом як для оновлення педагогічних знань, так і для набуття нового якісного змісту, а також для їх спадкоємності. Вивчення історії освіти є важливим і допомагає вирішити дві тісно пов'язані проблеми. З одного боку, дослідник історико-педагогічної спадщини визначає причини й умови виникнення будь-якої педагогічної ідеї, оцінює її в просторі й часі, вивчає умови її застосування, аналізує результати, визначає динаміку її розвитку. і тенденції. З іншого боку, він бере на озброєння теорії, сформовані й розвинуті під впливом тих педагогічних ідей. Історико-педагогічна спадщина допомагає вивчати теорію і практику сучасної освіти, узагальнювати передовий досвід у цій галузі, оцінювати, осмислювати та вирішувати інноваційні реформи змісту освіти з точки зору сучасного педагогічного мислення та світогляду. Освіта була провідним фактором формування економічного, політичного, наукового, культурного та матеріального потенціалу сучасного суспільства. Школа, яка виникла на певному етапі розвитку й набула відносної самостійності, стала ключовим чинником наступних періодів прогресу, фіксуючи й зберігаючи людські досягнення й перетворюючи їх на рушійну силу розвитку суспільства. Інноваційні процеси, що відбувалися в освіті в різні історичні періоди, мали сильний вплив на розвиток суспільства. Інноваційні підходи, що виникають, безпосередньо пов'язані із соціальним замовленням суспільства і зумовили створення інновацій у змісті, формі та технології навчання.

Ключові слова: освіта; педагогіка; інноваційні підходи; школа; викладач; історичний період; технології.

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